DOCUMENT RESUME

ED 023 430 LI 001 030

By-Long, Fern

Reading Centers Project. Final Report.

Cleveland Public Library, Ohio. Adult Education Dept.
Pub Date [67]
Note-34p.
EDRS Price MF-$0.25 HC-$1.80
Descriptors-*Culturally Disadvantaged, Economically Disadvantaged, Functional Illiteracy, *Illiterate Adults, Library Extension, *Library Programs, *Library Services, *Urban Areas
Identifiers-Cleveland Public Library, *Reading Centers Project

In a three-year project which began in 1965, the Cleveland Public Library established three Reading Centers for functionally illiterate adults. The purpose of the Centers was not to teach reading, but to develop already existent reading skills in disadvantaged adults. The staffing process, the establishment of the Centers, the attempts to identify and acquire easy reading materials for adults, and the publications resulting from the project are described in this Final Report. The author concludes that the project was successful in helping adults to improve their reading, to get new and better jobs, and to become better acquainted with the library and its services. The program for the Conference on the Library and the Functionally Illiterate Adult, held in connection with the project in 1966, and some sample publicity fliers for the project are appended. (CC)

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R E A D I N G C E N T E R S P R O J E C T

Cleveland Public Library

Adult Education Department

F I N A L R E P O R T

Reading Centers Project
Cleveland Public Library
Adult Education Department

FINAL REPORT

I. General Background.

For some time it has been apparent that the great cities of this country, Cleveland among them, have been changing. The flight to the suburbs has involved businesses and individuals as well, and the clientele that surrounds branch libraries and uses the Main Library has radically changed.

Metropolitan public libraries in many parts of the United States have recognized this changed situation and are attempting to cope with it in diverse ways. Experimental programs have been undertaken from coast to coast. Fortunately, just as this need gained recognition, large sums of federal money were released to make it possible to launch projects which might not be acceptable, or which could not be afforded, under the regular budget available.

Cleveland joined the ranks of Brooklyn, New York, New Haven, Baltimore, and others in 1965 when its Project Proposal was approved by the Ohio State Library Board and all the funds requested were granted.

The grant was received with elation and some trepidation, for it was plain that an excursion was about to be made into library terra incognita, and part of that map, like the maps of antiquity, were figuratively marked, "Hinc sunt leones"-here are lions. The lions consisted of inhibitions and fears that we might overstep the bounds of what is appropriate for a library and a librarian to do.

There were no patterns or models to follow, and so we made our own. Briefly, our objective was to establish three Reading Centers: at Main Library, Quincy Branch, and Carnegie West Branch. The two branches were chosen because the census tracts revealed two things about them: 1) both had a clientele with a low level of education, and 2) Quincy served a population which was 98% Negro, and Carnegie West a population which was 98% white.

For two years the Project had full grant support, and the third year support was cut to one-third, with the Cleveland Public Library supplying one-third of that amount.

II. Preparation for Implementing the Proposal.

Obtaining staff was given the highest priorty as first steps were being made. Unlike programs undertaken in other cities, no full-time staff was released from regular duties to be assigned temporarily to the Project. This meant that a corps of entirely new people must be recruited and trained at the same time that they undertook their duties. From the beginning there was the strong sense of time limitation. Although this had its disadvantages, it also had the powerful advantage of adding urgency and a kind of excitement to everything we were doing. The following were staff, listed in chronological order as they were added, with title, education qualifications and experience, and what happened to them after their phase of the Project ended:

Stanley Klosek, Reading Specialist. A graduate of Washington University in St. Louis, he had taught reading in several locations throughout the country and had also been a volunteer for the Cleveland Public Library when he led an experimental reading course in 1963.

He worked at the Main Library largely with individuals who had special reading problems; at Quincy two afternoons and evenings a week, where he worked with both individuals and groups; and at Community Action for Youth, in the Hough area, one day a week.

When the first phase of the Project ended on June 30, 1967,

Mr. Klosek was appointed to an assistant professorship at Cuyahoga Community College.

Mildred Dorr, Ph.D., Project Consultant, had taken her doctorate at the University of Chicago in sociology under Robert Havighurst, and her M.L.S. at Western Reserve University School of Library Science.

Our original plan had been for Miss Dorr to become Director of the Project, but this did not prove feasible.

She organized reading groups at Main Library and maintained advisory liaison with the two branches. She also spent one day a week in the outpatient waiting room of Metropolitan General Hospital, with a cart of our books and magazines, making contacts with those who were waiting. These patients are relief cases, with low educational attainment. Many of them bring their children with them, and Miss Dorr had children's books as well as adults' in her cart.

When Phase I ended, Miss Dorr stayed home to care for an ailing mother.

Mrs. Valerie Morgan, with two years of college at Western Reserve University, was Field Worker at Quincy. She visited every type of agency and organization in the area, recruited users of her Center, worked with individuals and groups.

In July, 1967 she became Project Director of one of the Concentrated Employment Programs housed at Cuyahoga Community College.

Miss Catharine Conradi, M.A. from the University of Chicago in sociology, had taught reading and done social work. She recruited on the Near West Side for Carnegie West Branch, helped individuals and groups with their reading. Her age was 67 when we employed her, and as time went on it was felt that this may have been a handicap in the sometimes rigorous demands placed upon the field workers.

Loretta Douglas, Project Secretary, high school graduate. Still with us and will continue.

Anita Fisher, Clerk at Quincy. In July, 1967 became Secretary to Mrs. Morgan at Cuyahoga Community College.

Sandra Gillio, Clerk at Carnegie West. After June 30, 1967 became a clerk in the Cleveland Press library.

Mattie Westberry)
W. C. Williams) "Indigenous" part-time recruiters. Mrs. Westberry will be discontinued on June 30, 1968. Mr. Williams resigned in August, 1967 to go to East Technical High School.

Mrs. Rachelle Carson, two years at Wilberforce University, started as a clerk, but was made Field Worker at Quincy. She is to be retained on Branch Department staff.

Martha Jurkovic, Clerk in Adult Education Lending Service, is being retained on regular staff.

Mrs. Judith Rodriguez, graduate of the University of Puerto Rico in social science, formerly a social worker, assigned to Carnegie West as special worker with the Spanish speaking. She was to have been retained on Branch Department staff, but is returning to Puerto Rico to live. She will be replaced by another Spanish-speaking worker.

There has also been a succession of clerks, some of them employed after having worked as Neighborhood Youth Corps aides.

We also employed David Lane, high school drop-out, as a projectionist. He is now in the Armed Services.

We replaced him with Llewellyn Murphy, a newcomer from Alabama, who got a job in a factory after June 30, 1967.

Mrs. Jane Gutow, graduate of Western Reserve University, was Field Worker and Reading Assistant at the Main Library between

September, 1966 and June 30, 1967.

In general, there was less stability in those employees, especially the clerical ones, than in the regular library employees. A certain restlessness may have been due to the realization of the time limit tacitly understood to be on the term of employment.

Second in importance only to the staff was the place in which they were to work. Work areas for this group had to be improvised in either unused space or space which had formerly been used for something else. In the Main Center book shelves were erected in a corridor, and desks for secretary and clerk placed there. A room formerly used for Board of Education classes was converted into office space for Miss Dorr and Mr. Klosek.

At Quincy, an unused basement area was turned into an attractive combination office, consulting room and group meeting room. Here we were fortunate in that Mrs. Morgan had once been an interior decorator, and she performed miracles with color and some monk's cloth drapes which she herself sewed at home.

At Carnegie West, balcony space was turned over to the Reading Center. Unlike Quincy, the surroundings here retained a more institutional flavor, as each worker put the stamp of her personality on her environment.

It should be noted that in all three cases the Centers were put in spots which were not easy of access. In spite of that, they were used. One speculates on whether or not their use would have been intensified had they been placed in superlatively accessible locations.

With staff and space secured, equipment and furniture had to be ordered. Preference was given to the light in color and the modern in style in every instance. Desks, chairs, blackboards, tables, informal furniture for the waiting room at Main--nearly all were in place within two months after the

Project started. Colorful auditorium chairs were purchased for Quincy, for part of the program was to involve film showings and the branch had no suitably equipped auditorium.

In selecting furniture the thought uppermost in our minds was what would make the people who came to us feel the most at ease.

Projectors, record players and tape recorders were purchased for each location, the latter because we wanted those who came to us to hear their own voices, and hear the progress they were making as they continued to read. Also, one of our original ideas had been to tape interviews with our clients, but we found that there was too much reticence, connected with a sense of shame, on the part of those who could not read.

The acquiring of materials had at least equal priority with that of preparing the work environment for the staff.

It may be recalled that the sum of $30,000 was budgeted for materials in that first year of the Project. We knew that the Cleveland Public Library had none of the easy reading materials for adults which were coming on the market in great quantities ever since emphasis had been placed on the wide extent of adult illiteracy in the United States. Sources were researched and orders placed as soon as we learned that we received the grant. The fact that the Supervisor of the Adult Education Department had worked closely with the Reading Improvement Committee of the American Library Association was of great help, because she was already familiar with the main sources of supply.

All three Centers were to be stocked with usable materials, and the Main Center was to be a kind of supply station. The workers at the two branches indicated what they wanted from the Main collection, and the materials were delivered to them. Our aim was to have the most complete collection anywhere of easy reading materials for adults.

The Adult Education Lending Service was also stocked with multiple copies of up-to-date materials for the use of basic education classes conducted by the Board of Education.

At the same time we acted on our belief that anyone who works with the disadvantaged must have at least a vicarious knowledge of what a life of poverty is like. Therefore, we gathered a fine reference collection of background books, to be used not only by our own staff but also by teachers, social workers and others. At one point, because of increased demand for books in this field, we placed a circulating collection in our Government, Education and Social Science Department.

The first book list made under the aegis of the Project was Towards Understanding and Overcoming Poverty in the United States. Figures on its distribution will be included in a later section of this Report.

Because books, pamphlets and periodicals were pouring in upon us at such a rapid rate, and because normal cataloguing procedure would delay too long the availability of these materials, a special and very simple processing system had to be devised which could be followed and carried out by the Reading Centers Project clerical staff. It proved very practical and effective.

III. Methods of Implementation.

With the stage set with staff, materials and equipment, the next step was to make the connection between all these and the people we were trying to reach.

Field work was undoubtedly the most effective means of doing this. Churches, social settlements, outreach centers were all visited by the field workers and their staffs, and informed of our services.

*Fliers had been printed in quantity and were left for distribution and explanation.

Community Action for Youth had their field workers distribute 10,000 fliers door to door.

The County Auditor gave us permission to enclose in each relief check an invitation to visit the Centers. (Since then the mailing of relief checks has been automated, and this procedure can not be used now.)

Television spot announcements were used, and were the most effective of anything we tried, except person-to-person contact.

Contacts were established and maintained with all the basic education classes conducted by the Board of Education, and all of them were invited to visit one of the three Centers. Thousands did, many for the first time entered a library. A substantial number of them took out library cards.

We found that our biggest advantage lay in the fact that we were able to work with the individual alone. Those who sought us out were often those who had failed in a classroom situation and did not want to risk such failure again. We were fortunate in the fact that the personalities of our Reading Specialist and of the Field Workers were the kind to inspire confidence and a sense of security.

At the outset of the Project, weekly staff meetings were held to hear reports, compare notes on techniques and use of materials. It soon became apparent that teaching, or tutoring, was inevitably being done, and many a heated discussion centered on this point. The word "inevitably" was used advisedly, for it is the strong feeling of this report-writer that it is impractical to make reading materials available to people who can not read unless some provision is made at the same time to teach them to read. Every project we devise which involves reading will encounter failure unless we recognize this fact of life.

*Samples in Appendix II.

In the Project's second year staff meetings diminished to bi-weekly gatherings. In that year, the Assistant in the Adult Education Department became Project Director.

In the third year, because of decreased funds major responsibility for the branch Centers was shifted to the Branch Department, and the field workers became mainly responsible to the branch librarians, although liaison was maintained with the Adult Education Department.

The teaching, or tutoring, function was taken over almost completely by teachers from the Adult Education Division of the Cleveland Board of Education. A list of the locations is attached. The Main Library group was fortunate in having a highly skilled teacher who became very interested in her students. A number of them made almost unbelievable progress in their reading. She is writing a detailed report of her year's work, and this will be made available to the Ohio State Library as soon as it is received.

During the second year of the Project's existence, a delegation from the City's Spanish-speaking group requested the Library's Director to appoint a worker who could speak the language. Mrs. Judith Rodriguez was the appointee.

IV. Conferences and Travel.

Throughout the duration of the Project an effort was made to involve its staff in local and national conferences and meetings concentrating on functional adult illiteracy and the reading process.

Because the Supervisor of the Adult Education Department believed that it would be healthful for the Project to be informed of parallel activities in other cities, an adequate sum was budgeted to permit visitation of these other areas. In August of 1965, Thomas Barensfeld was sent to

Kalamazoo, Michigan; Brooklyn and New York City, and New Haven, Connecticut to observe and report on undertakings in those cities. The Kalamazoo effort most paralleled what we were trying to do.

In order to give the Project staff, as well as other staff members, a feeling of what it is like to work with disadvantaged functionally illiterate adults, we brought to Cleveland Mary Wallace, Director of LARK (Literacy and Related Knowledge) who worked especially with the Project staff but spoke also to branch librarians and their assistants. A special meeting was held at which she spoke informally to the members of the Project's Advisory Committee.

Those of the Reading Centers staff involved with field work and counseling were sent to New York in June, 1966 to participate in A.L.A.'s Preconference Workshop on the Functionally Illiterate Adult presented by the Adult Services Division. There were enough of us so that one staff member was allotted to each discussion group. We were the ones who had had the most practical experience in working with this special group, and we completely changed the criteria for evaluating materials being used with them. We introduced the concept of "user evaluation," which was immediately adopted and is now being used.

The original Project Proposal called for a Reading Conference to be held halfway through the first two years of its existence. It occurred on September 22 and 23, 1966.* Participants came from all over the State, and beyond, and it was enthusiastically received. Tape recordings of major speeches were made and are available. Transcripts of the speeches were also made.

V. The Film, Step a Little Higher.

As the first year of our experiment drew to a close, the Adult Education Department's Supervisor felt that it would be good to have a record on film

*Program, Appendix III.

of what the Project was and what it attempted to do. The State Library Board granted an additional sum to make a film, and Edward and Naomi Feil produced Step a Little Higher. It was given its premiere at the Reading Conference and met with instant success. It has been called by members of the American Library Association the best library film ever produced.

It won honorable mention in the Blue Ribbon Award Festival and a Chris in the Columbus Film Festival. A list of organizations which have either purchased or screened the film is included later.* Prints were sold at cost by the producer, since he had a clear understanding that no profit is permissible on a federally funded project.

VI. Cooperation with the Cleveland Board of Education.

Although cooperative relationships were established with a variety of Cleveland agencies, it was most natural that the closest ties would be with the Adult Education Division of the Cleveland Board of Education and especially with their Basic Education program. Books were lent to classes; tours by class members of library agencies were conducted; films were shown; there was a mutual exchange of information; Reading Centers staff attended Board of Education conferences and meetings, and vice versa. Visitors from Washington remarked that this was the closest cooperative relationship they had seen between a public library and a public education system.

VII. The Third Year of the Project.

Reference has already been made to the fact that in the third, and final, year of the Reading Centers Project supervision of the two branch Centers was transferred to the Branch Department. The collection of materials remained at the Main Library Center, and those branches wishing to use it made their own selections, which were delivered to them in

*List, Appendix IV

telescopes.

Groups meeting in the branches, led by teachers supplied by the Board of Education, are gathering momentum both in attendance and numbers of location.

The Spanish-speaking worker was given additional territory during this year and worked out of Jefferson Branch as well as Carnegie West. The need for this type of service was proved during the time Mrs. Rodriguez was part of the staff.

The Adult Education Lending Service continued to grow month by month, as indicated by circulation reports.* This past year the Board of Education augmented the collection by substantial gifts of needed materials.

VIII.Results and Evaluation.

A subjective evaluation on the part of supervisor and staff members would classify the Project as successful. This judgment is based on direct observation of those who have been reached through the three Centers, and by the spoken reactions of that clientele.

There are also certain statistics which are significant. They are included herewith, albeit with some reservations wbout the possibility of having completely accurate figures in some of the categories:

Main Library Center

175 - learned to read

60 - got jobs (new or better)

2,800 - benefited indirectly through tours of the Library, book lists, and counselings.

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*Circulation reports, Appendix V

Carnegie West

100 - learned to read

75 - got jobs (new or better)

1,500 - benefited indirectly, as above

Quincy

95 - learned to read

40 - got jobs (new or better)

600 - benefited indirectly, as above.

Community Action for Youth

15 - learned to read

5 - got jobs

25 - benefited indirectly, as above.

Attendance at the Reading Conference - 175

Bookings for Step a Little Higher - 186

Distribution of Lists

Towards Understanding and Overcoming Poverty in the United States - 3,828

Suggested Books for Beginning Adult Readers - 2,163

(This latter list was compiled by Mildred Dorr and includes a list of criteria evolved through actual use of the materials.)

Mimeographed List, Books That Appeal to New Readers - 10,000

Distribution of Other Materials

Flier Don't Stop Now - 12,000

Letter in Relief-Check Envelopes - 17,000

Film List The Disadvantaged in Our Society - 271

Adult Education Lending Service, Announcements - 150

Instructions - 150

Book List - 157

A Summing Up

Looking back over the past three years during which the work of our Adult Education Department was dominated by the needs and demands of the Reading Centers Project, one has some feelings of satisfaction and also some sense of failure and disappointment.

We learned, for example, what has been learned by all who labor in this particular vineyard, and that is the smallness of result in proportion to the magnitude of effort. We learned many of the reasons for this, too, and although we could not remedy conditions which have caused them, at least we gained a new awareness of them.

Every earnest endeavor is accompanied by moments of discouragement and even of despair, and these were not absent from this effort either. There were times when a sense of futility prevailed and it seemed that we were getting nowhere. Yet looking back now - and looking ahead - it can be honestly said that something of what we aimed at was achieved and that the Project has had more than immediate results.

We mentioned the new staff which was recruited for the Project.

This Report would not be complete without mentioning with appreciation

the contribution of the regular staff members of the Adult Education Department:

Thomas E. Barensfeld, Assistant, and Project Director for 1966-67

Ruth Yaxley, Secretary

Wilma Crist, Clerk

Elma Knapp, Assistant in Charge of Adult Education Lending Service.

We have often had occasion to express our gratitude to the Ohio State Library Board for having made this Project possible. We do so again, and at the same time hope that our effort has contributed not only to Cleveland, but to Ohio as well, and in some small measure to librarianship throughout the country.

Respectfully submitted,

Fern Long, Supervisor
Adult Education Department
Cleveland Public Library

THIS IS FOR YOU!

IF YOU WANT EXTRA HELP IN READING

IF YOU WANT TO FIND NEW EASY
BOOKS TO TAKE HOME AND READ

Come to your library and sign up now!

FREE TO ALL

A service of the Cleveland Public Library and the
Adult Education Division, Cleveland Public Schools

GROUPS WILL MEET AT

Main Library 325 Superior Avenue	Tuesdays, Thursdays - 4:15 - 6:15 P. M. Starting October 3, 1967
Brooklyn Branch Library 3706 West 25th Street	Tuesdays - 6:30 - 8:30 P. M. Starting October 3, 1967
East 79th St. Branch Library 1215 East 79th Street	Tuesdays - 5:00 - 7:00 P. M. Starting October 3, 1967
Jefferson Branch Library 850 Jefferson Avenue	Thursdays - 6:30 - 8:30 P. M. Starting October 5, 1967
Mount Pleasant Branch Library 14000 Kinsman Road	Tuesdays - 1:45 - 3:45 P. M. Starting October 3, 1967
Treasure House Library Crawford Road & East 86th St.	Saturdays - 9:30 - 11:30 A. M. Starting October 7, 1967
Walz Branch Library 7910 Detroit Avenue	Mondays - 6:30 - 8:30 P. M. Starting October 2, 1967
Woodland Branch Library 5806 Woodland Avenue	Thursdays - 2:00 - 4:00 P. M. Starting October 5, 1967

APPENDIX II

SAMPLES OF FLIERS LEFT BY FIELD WORKERS

Cleveland Public Library
Adult Education Department

READING CENTERS PROJECT

The Cleveland Public Library has opened three Reading Centers for Functionally Illiterate Adults. This has been made possible by a grant awarded us from the Libraries Services and Construction Act, federal funds made available through the Ohio State Library Board.

There will be three locations where Centers are situated:

1. The Adult Education Department, third floor of the Business and Science Building, corner of East Sixth and Superior,
2. Carnegie West Branch Library, 1900 Fulton Road,
3. Quincy Branch Library, East 79th St. and Quincy Avenue.

In addition the Adult Education Department Book Service has been included in the Project.

Staff has been added to the regular Adult Education Department:

Miss Mildred Dorr, Project Consultant

Mr. Stanley Klosek, Reading Specialist

Miss Catharine Conradi, Field Worker at Carnegie West

Mrs. Valerie Morgan, Field Worker at Quincy

Mrs. Elma Knapp, in charge of the Adult Education Department Book Service.

Our work plans include the following:

The term functional illiterate implies a rudimentary reading knowledge

We shall not be <u>teaching</u> but attempting to <u>develop</u> an already existent reading skill.

Mr. Klosek will be available for individual consultation with those wishing help to develop reading skill on Mondays, Wednesdays and Fridays at the Adult Education Department Center; on Tuesdays, 12:30 P. M. to 8:30 P. M., at Quincy; on Thursdays, 12:30 P. M. to 9 P. M., at Carnegie West.

Miss Dorr will develop reading aloud and discussion groups. She will be at the Adult Education Department Center on Mondays, Tuesdays, and Thursday afternoons; at Quincy on Fridays, 10:30 A. M. to 5:30 P. M.; at Carnegie West on Wednesdays, 10:30 A. M. to 5:30 P. M.

All workers on the Project will use not only printed materials but every audiovisual device available to encourage those who seek their help.

Rooms will be available for practice reading and study at all Centers.

* * * * * * * * * * *

Our wish is to be helpful in any way we can to adults who have a need which we can meet. Please send us anyone who, in your opinion, would benefit from the special services we are able to offer. A supply of referral slips is attached to this communication, and we hope you will find them useful.

For further information call CH 1-1020, Ext. 193.

Fern Long, Supervisor
Adult Education Department
Cleveland Public Library

NEW READERS

PUT YOURSELF IN THIS PICTURE

GET HELP WITH YOUR READING

F R E E

at

ADULT READING CENTER

CLEVELAND PUBLIC LIBRARY, E. 6TH AND SUPERIOR

3RD FLOOR BUSINESS AND SCIENCE BLDG.

PHONE 241-1020 EXT. 193

APPENDIX III

CONFERENCE PROGRAM

CONFERENCE

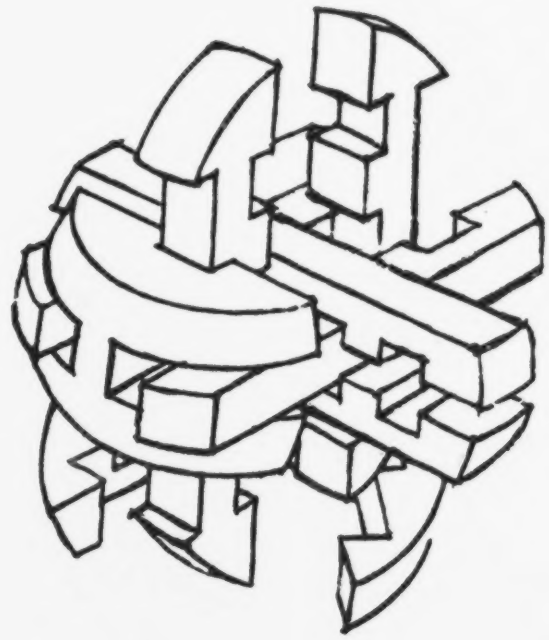
ON

THE LIBRARY

AND THE

FUNCTIONALLY ILLITERATE ADULT

SEPTEMBER 22 - 23 1966



Presented by

THE READING CENTERS PROJECT

Adult Education Department
Cleveland Public Library
and
The School of Library Science
Western Reserve University

THE LIBRARY AND THE FUNCTIONALLY ILLITERATE ADULT

A Conference made possible by a grant from the Library Services and Construction Act, through the Ohio State Library Board

All sessions, except the luncheon on September 23, will take place in the Cleveland Public Library, 325 Superior Avenue

SEPTEMBER 22, 1966

10 A.M. - 12 noon

For those who arrive early there will be a continuous showing of relevant films in the Library Auditorium

REGISTRATION

Auditorium Lounge

1:00 P.M. - 2:00 P.M.

GENERAL SESSION

2:00 P.M. - 4:00 P.M.

Auditorium

Welcome: Raymond C. Lindquist, Director, Cleveland Public Library

Chairman: Dr. Jesse L. Shera, Dean, School of Library Science, Western Reserve University

The Social Environment of the Functionally Illiterate Adult
Dr. Herman Stein, Dean, School of Applied Social Science, Western Reserve University

Levels of Literacy
Dr. H. Alan Robinson, Director, Reading Conference and Workshop, University of Chicago

4:00 P.M. - 7:30 P.M.

Free Time

You are invited to examine exhibits of materials and equipment in the Auditorium Lounge

Films will be shown in the Auditorium, 4:30 P.M. - 5:30 P.M.

7:30 P.M. - 9:00 P.M.

Auditorium

THE PUBLIC LIBRARY SERVES THE LIMITED READER

A Symposium

Chairman: Miss Dorothy Sinclair, Lecturer, School of Library Science, Western Reserve University

Moderator: James Edward Bryan, Director, Newark Public Library

Participants: Miss Bernice MacDonald, Principal Branch Librarian,
Grand Concourse Regional Branch, New York Public Library
Report on Activities of Reading Improvement Committee of A.L.A

Mrs. Valerie Morgan, Field Worker, Reading Centers Project,
Cleveland Public Library
The Reading Center at Quincy Branch

Mrs. Helen Lyman, Library Specialist, Office of Education,
Department of Health, Education, and Welfare
Possible Financial Help for Library Projects Through Current Legislation

Miss Bessie Bullock, Community Coordinator, Bushwick Branch,
Brooklyn Public Library
Impact of the Brooklyn Project

September 23, 1966

9:30 A.M. - 11:45 A.M.

Chairman: Thomas E. Barensfeld, Director of the Reading Centers Project,
Adult Education Department, Cleveland Public Library

Group Discussion of the following questions:

1. How does the Library identify, recruit and classify the functionally illiterate adult?

2. How does the Library select and evaluate materials and equipment for this adult? Do we apply established standards, or are new ones called for?

3. What services can the Library offer this group? Do we go beyond a counselling relationship? How is staff secured and trained to meet the new demands?

Rooms will be assigned.

LUNCHEON

12:15 P.M. - 2:15 P.M.

Higbee's Auditorium

Chairman: Dr. Fern Long, Supervisor, Adult Education Department, Cleveland Public Library

Greetings: Miss Ruth Hess, Director, Library Services and Construction Act, Ohio State Library Board

Luncheon Address: Which Way to a Great Society?
James Farmer, National Director, Center for Community Action Education, Inc.; author of **Freedom - When?**

2:30 P.M. - 4:00 P.M.

Auditorium

Reports of Morning Sessions: Mrs. Gloria Teel, Supervisor, Public Relations Department, Cleveland Public Library

Première of "Step a Little Higher," the Cleveland Public Library Reading Centers Project Film
Presented by Edward Feil, Executive Producer, Edward Feil Productions.

Adjournment

THE LIBRARY AND THE FUNCTIONALLY ILLITERATE ADULT

CLEVELAND PUBLIC LIBRARY

Auditorium — Friday, September 23, 1966

GROUP DISCUSSION

Introduction: 9:30 A.M. - 10:15 A.M.

Thomas E. Barensfeld, Director, Reading Centers Project

Miss Mildred Dorr, Project Consultant, Reading Centers Project

Stanley J. Klosek, Reading Specialist, Reading Centers Project

Discussion: 10:15 A.M. - 11:45 A.M.

Discussion Leaders:
Mrs. Alice Aiello, Special Assistant to the Director, Cuyahoga County Library
Mrs. Florence Craig, Director, Adult Education Department, Cuyahoga County Library
Miss Mildred Dorr, Consultant, Reading Centers Project, Cleveland Public Library
Mr. Stanley J. Klosek, Reading Specialist, Reading Centers Project, Cleveland Public Library
Miss Helen J. Maunu, Head, Order Department, Cleveland Public Library
Mrs. Rachel Wayne Nelson, Assistant Director, Cleveland Heights Public Library
Miss Katherine Prescott, Head, Blind Division, Cleveland Public Library
Mrs. Clare Sumner, Field Worker, Reading Centers Project, Cleveland Public Library
Mr. Peter Thompson, Head, Mentor Public Library
Mrs. Ellen F. Wilde, Coordinator of Adult Education, Cleveland Board of Education

GROUP DISCUSSION OUTLINE

I. <u>The Reader</u> (the functional illiterate)

A. Who are they? How do we identify them?

1. Problems of poor eyesight and hearing, speech impediments and retardation.

2. Problem of testing.

B. Where to find these non-readers? (Analysis of community)

C. How do we reach them? (Outreach techniques)

D. How do we get them into the library? (Motivation)

1. Vulnerability and humiliation

2. Hope and hopelessness

E. What is the future of these readers in the library? (Will they ever become steady "customers?")

II. The Materials

A. Books

1. Sources

2. Standards of evaluation

B. Other materials

C. Processing methods

D. Location of materials collection

1. Downtown Center

2. Branch

3. Separate room or with regular collection

III. The Service

A. Is it enough in this case to bring the reader and the materials together in the library? What is needed for the minimum effort and for an all out effort?

B. What special services are needed?

C. Teaching or tutoring?

D. Re-orientation of regular staff and training of a special staff.

E. Volunteers.

F. Financing.

G. Relationship to the Board of Education's Adult Basic Education Program.

SUGGESTED BACKGROUND READING

Pamphlets

American Library Association, Adult Services Division, Committee on Reading Improvement. Service to Adult Illiterates: Guidelines for Librarians. ALA Adult Services Division. 1966 4 pp.

Library Journal, Reprint of War On Poverty. ALA Adult Services Division. 1964 27 pp.

MacDonald, Bernice. Literacy Activities in Public Libraries. ALA Adult Services Division. 1966 50 pp.

School Library Journal. A Time for Self-Renewal. Reprint from School Library Journal. 1966 58 pp.

Wilson Library Bulletin. The Library and Adult Illiteracy. Adult Services Division, ALA. 1965 84 pp.

Articles

Long, Fern. "The Library and the Functionally Illiterate in Cleveland". American Library Association Bulletin. June, 1966 2 pp.

_____. "Impatience and the Pressure of Time: Cleveland's Reading Centers Project". Ohio Library Association Bulletin. June, 1966 6 pp.

Monroe, Margaret. "New Patterns For Library Service". Library Journal. March 15, 1966 6 pp.

Robinson, H. Alan. "Libraries: Active Agents in Adult Reading Improvement". American Library Association Bulletin. May, ~~1966~~ 1963 6 pp.

Books

Fader, D. N. and Morton H. Shaevitz. Hooked on Books. New York. Berkley Publishing Corporation. 1966 128 pp.

Harrington, Michael. The Other American. Penguin Books, Inc. 1963 203 pp.

Spiegler, Charles G. "Give Him a Book That Hits Him Where He Lives". Improving English Skills of Culturally Different Youth. U. S. Department of Health, Education, and Welfare, Office of Education. Washington, D.C. 9 pp.

APPENDIX IV

Organizations Which Have Purchased or Rented the Film Step a Little H igher

Public Libraries

Alexandria, Virginia

Bellingham, Washington

Boston, Mass.

Brooklyn, N.Y.

Cleveland, Ohio

Dallas, Texas

Dearborn, Michigan

Enoch Pratt Free Library,
Baltimore, Maryland

Lincoln, Nebraska

Los Angeles, California

Mid-Continent Public Library,
Independence, Missouri

Mobile, Alabama

New York City

Prince George County Memorial,
Hyattsville, Maryland

Suffolk County Cooperative,
Bellport, N.Y.

Terre Haute, Indiana

State Libraries

Idaho

Illinois

Indiana

Louisiana

Minnesota

Missouri

State Libraries (continued)

Montana

New York

Ohio

Pennsylvania

Wisconsin

Universities

Drexel Institute

University of Georgia

University of Pittsburgh

University of Wisconsin

Other

Chicago Board of Education

District of Columbia Public Schools

Wilmington, Del. Public Schools

State of Mass. Adult Basic Education

State of Vermont Adult Basic Education

City of Boston, Mass.

Literacy Volunteers, Syracuse, N.Y.

U. S. Bureau of Prisons

Calgary Board of Education, Alberta,
Canada

Ontario Department of Education,Canada

New South Wales, through London office

APPENDIX V

Adult Education Lending Service Circulation Report

Month	1965	1966	Difference	1967	Difference	1968	Difference
January		7,791		12,886	+5,095	14,290	+1,404
February		8,685		15,449	+6,764	15,288	-161
March		9,179		14,394	+5,215	16,060	+1,666
April		10,121		14,223	+4,102	16,064	+1,841
May		6,291		13,418	+7,127		
June		7,176		10,607	+3,431		
July	2,628	7,633	+5,005	9,444	+1,811		
August	440	3,099	+2,659	5,675	+2,567		
September	4,995	10,514	+5,519	10,769	+255		
October	7,312	12,528	+5,216	13,360	+832		
November	7,683	11,822	+4,139	13,238	+1,416		
December	7,776	9,881	+2,105	13,758	+3,877		